

## COOSA ELEMENTARY

45 Middle Road  
Beaufort, SC 29907

**GRADES** PK-5 Elementary School

**ENROLLMENT** 603 Students

**PRINCIPAL** Cindy Keener 843-322-6100

**SUPERINTENDENT** Herman K. Gaither 843-322-2300

**BOARD CHAIR** Earl Campbell 843-322-2356

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	9	1	0	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Below Average	N/A
<b>2002</b>	Good	Good	N/A
<b>2003</b>	Good	Below Average	Yes
<b>2004</b>	Good	Below Average	Yes

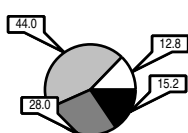
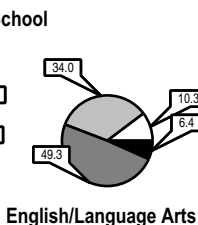
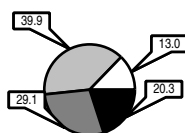
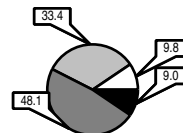
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

**Proficient**

Well prepared to work at next grade level; met expectations

**Basic**

Met standards; minimally prepared, can go to next grade level

**Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	301	99.7	10.3	34.0	49.3	6.4	66.3	Yes	Yes
<b>Gender</b>									
Male	166	100.0	11.9	37.5	46.3	4.4	61.3		
Female	135	99.3	8.2	29.5	53.3	9.0	73.0		
<b>Racial/Ethnic Group</b>									
White	216	100.0	7.4	31.0	53.2	8.4	72.4	Yes	Yes
African-American	68	100.0	18.8	42.2	39.1	0.0	48.4	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	93.3	14.3	35.7	42.9	7.1	64.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	272	99.6	8.2	32.9	51.8	7.1	70.6		
Disabled	29	100.0	29.6	44.4	25.9	0.0	25.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	301	99.7	10.3	34.0	49.3	6.4	66.3		
<b>English Proficiency</b>									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	298	100.0	10.0	34.3	49.3	6.4	66.4		
<b>Socio-Economic Status</b>									
Subsidized meals	87	98.9	24.1	41.0	31.3	3.6	45.8	Yes	Yes
Full-pay meals	214	100.0	4.5	31.2	56.8	7.5	74.9		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	301	100.0	12.8	44.0	28.0	15.2	61.3	Yes	Yes
<b>Gender</b>									
Male	166	100.0	14.4	42.5	26.3	16.9	60.0		
Female	135	100.0	10.7	45.9	30.3	13.1	63.1		
<b>Racial/Ethnic Group</b>									
White	216	100.0	8.4	38.4	35.0	18.2	69.5	Yes	Yes
African-American	68	100.0	25.0	60.9	9.4	4.7	35.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	21.4	42.9	14.3	21.4	64.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	272	100.0	9.0	44.7	29.4	16.9	65.1		
Disabled	29	100.0	48.1	37.0	14.8	0.0	25.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	301	100.0	12.8	44.0	28.0	15.2	61.3		
<b>English Proficiency</b>									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	298	100.0	12.5	44.3	27.9	15.4	61.4		
<b>Socio-Economic Status</b>									
Subsidized meals	87	100.0	28.9	54.2	14.5	2.4	39.8	Yes	Yes
Full-pay meals	214	100.0	6.0	39.7	33.7	20.6	70.4		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	105	99.0	15.3	24.5	53.1	7.1	60.2
	<b>Grade 4</b>	108	99.1	15.8	32.7	48.5	3.0	51.5
	<b>Grade 5</b>	92	100.0	17.0	53.4	27.3	2.3	29.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	88	100.0	5.9	23.5	58.8	11.8	70.6
	<b>Grade 4</b>	111	99.1	9.2	33.9	55.0	1.8	56.9
	<b>Grade 5</b>	102	100.0	13.7	44.1	36.3	5.9	42.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	105	100.0	15.3	39.8	29.6	15.3	44.9
	<b>Grade 4</b>	108	100.0	11.8	41.2	25.5	21.6	47.1
	<b>Grade 5</b>	92	100.0	18.2	44.3	21.6	15.9	37.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	88	100.0	11.8	49.4	32.9	5.9	38.8
	<b>Grade 4</b>	111	100.0	13.6	43.6	28.2	14.5	42.7
	<b>Grade 5</b>	102	100.0	13.7	40.2	21.6	24.5	46.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 603)				
First graders who attended full-day kindergarten	100.0%	N/C	99.0%	100.0%
Retention rate	3.5%	N/A	1.8%	2.7%
Attendance rate	96.3%	Down from 99.6%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.3%		2.4%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		2.8%	3.5%
Eligible for gifted and talented	24.1%	Down from 26.2%	26.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.3%	Down from 3.8%	6.5%	8.2%
Older than usual for grade	0.7%	Up from 0.3%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	59.5%	Up from 57.9%	59.6%	51.4%
Continuing contract teachers	83.3%	Up from 81.6%	87.5%	87.5%
Highly qualified teachers**	93.8%	N/A	95.2%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	92.9%	Up from 91.7%	88.6%	86.7%
Teacher attendance rate	96.1%	Up from 94.8%	95.4%	94.9%
Average teacher salary	\$43,182	Up 1.7%	\$42,462	\$40,760
Prof. development days/teacher	15.2 days	Up from 11.1 days	12.0 days	12.4 days

School

Principal's years at school	28.0	Up from 5.0	6.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 21.5 to 1	20.3 to 1	18.9 to 1
Prime instructional time	90.6%	Down from 92.4%	91.2%	90.0%
Dollars spent per pupil*	\$5,454	Down 8.7%	\$6,023	\$6,044
Percent of expenditures for teacher salaries*	67.9%	Up from 53.5%	66.5%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.6%	Down from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.9%	92.0%
Highly qualified teachers in high poverty schools**	88.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Coosa Elementary School continues to be a model for parent involvement, providing a variety of classroom structures to meet the needs of all children, multiage classrooms, character education, instructional technology, and literacy and mathematics instruction. As principal, I would offer that our past and present success is directly related to the participation and involvement of students, parents, staff, district administrators, and community volunteers in the total educational process.

As with any organization, people can make or break its success. Coosa is so fortunate to have a staff of experienced, diverse, and caring individuals. Each is devoted to the goal of providing "a challenging, engaging and safe school connecting each child to a successful future everywhere and everyday." For this staff, student failure is unacceptable. Expectations are high in all curriculum areas. The Coosa community is extremely proud of their students' scores on the 2003 Palmetto Achievement Challenge Test. A large and increasing percentage of students scored in the upper levels of Proficient and Advanced. Other national, state, and local assessments prove that the vast majority of Coosa students are meeting or exceeding expectations. However, there is a relentless effort to continue to move those students who are and are not achieving onward and upward.

Support for Coosa from the community comes from various sources. The Kiwanis and Rotary Clubs offer the priceless gift of spending time with individual students. The Coosa Business Partners frequently offer assistance, and we are truly blessed with a very active PTO and School Improvement Council. The Coosa Elementary School Improvement Council continues to support, monitor, and review the Five-Year School Renewal Plan. This plan emphasizes student achievement in the area of literacy, student assessment, and home/school communication.

The challenge for every school is to convey its needs to members of the community capable of meeting those needs. In addition, it is imperative to build a lasting, bonding relationship among the stakeholders benefiting children. When a bonding relationship joins with a competent school staff, the result is a school that continually strives for academic excellence and each year comes closer to that goal. Coosa Elementary is that school!

Cindy Keener, Principal  
Pam Weidner, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	37	79	53
Percent satisfied with learning environment	100.0%	92.4%	90.4%
Percent satisfied with social and physical environment	100.0%	94.9%	90.2%
Percent satisfied with home-school relations	97.3%	97.4%	75.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.